



**THE IMPLEMENTATION OF SIMON SAY GAME TO IMPROVE
STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH**

AT MTs. LABORATORIUM UIN-SU MEDAN

SKRIPSI

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN –SU
Medan as a Partial Fulfillment of the Requirements for the Degree of**

Educational Bachelor

S.1 Degree

BY

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34.13.3.131**

EDUCATIONAL ENGLISH DEPARTMENT

FACULTY OF TARBİYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017



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Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya , terhadap skripsi mahasiswa

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas, perhatian saudara kami ucapkan terimakasih
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 22 Februari 2017

Yang Membuat Pernyataan

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ABSTRACT

THE IMPLEMENTATION OF SIMON SAY GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH AT MTs. LABORATORIUM UIN-SU MEDAN

ABDUL MUHSIN POLEM

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Keywords: Simon says game, Students' vocabulary mastery

This research was aimed to improve the students' vocabulary mastery in learning English by using Simon says game. The subject of this research was seventh grade at MTs Laboratorium UIN-SU Medan in 2017 academic year. This research of this study was conducted by using classroom action research. The data used in this research such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence. The result of this research showed that there was increasing of students in vocabulary mastery. The mean of the pre-test was 44.75. The mean of the first cycle was 64.5. The mean of second cycle was 80.5, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 70 or more also grew up. In the pre-test, there were not students who got point 70. In the post-test of cycle I the students who got point 70 or more there were 23 of students (57.5%). It means that there was an increasing about 57.5%. The post-test of cycle II, students who got point 70 or more there were 34 students (85%) and the increasing was about 27.5%. For the total increasing of the students' score from pre-test to post-test of cycle II was 85%. In other words, the students' vocabulary mastery improved and became well in the first meeting to the next meeting. For the hypothesis testing used t-test formula from the computation, it could be seen that coefficient of t_{count} (16.19) with fact level $\alpha = 0.05$ was 3.566 in the coefficient of t_{table} (3.566). Thus, alternative hypothesis (H_a) stating that Simon says game could improve the students' vocabulary mastery accepted and could make the class alive and active.

Advisor I

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan, 22 February, 2017

Abdul Muhsin Polem
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has important rule in our life. Language is used to communicate between people. Without language the people cannot communicate each other, moreover they cannot build relation each other. English is the most popular language in the world¹. That is why learning English is very important for us, because it make us easy to communicate with the people in the world.

English as foreign language has four skills. They are listening, speaking, reading, and writing.² It means that listening, speaking, reading, and writing need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on the accurate vocabulary understanding. Where in learning English students cannot listen, speak, read and write well if they do not know vocabulary and any single words well. There are various categories of vocabulary. One of them is content words. Content words is the major part of speech, including nouns, verbs, adjectives, adverbs, and some pronouns. Based on my experiences in English teaching when PPL at MTs Laboratorium UIN-SU Medan , there are some problems found in the

¹Siska Yuliana,(2011),*Improving Students' Vocabulary by Using Riddles Game at the Second Grade Students of Mts Miftahul Ulmu Bendung Mojokerto*,Surabaya:Thesis,p.1.

²L.G. Alexander, (1975),*Practice and Progress*, yogyakarta:Ofset Kanisius,p.viii

field when giving vocabulary materials to the students, especially in content words category.

First problems there are many errors especially in vocabulary, spelling and pronunciation . The second problems are most of students do not know the meaning of words that is said by the teacher. Another problem is the students' interest in learning vocabulary is very low because according to them it is very difficult to memorize it, especially in verbs and nouns the students always forget the meaning of the words. Additionally, The writer found that the students there having lack of English vocabulary mastery, they often found difficulties in getting good understanding of the vocabulary .

This fact invites the writer to investigate the cause of the problem faced by the students in learning vocabulary. As we know that vocabulary is used quite often in the teaching and learning English language. To help the students in improving vocabulary mastery the writer uses Simon says game as a technique of teaching vocabulary .

There are many techniques in improving vocabulary such as, by using songs, picture, game, etc. The first improving vocabulary by using songs which good for teaching vocabulary by using tape, cassette, and song lyric as media; the obstacle in using this technique is rather difficult to appropriate vocabularies in song's lyric. And the second is by using pictures which fun for use teaching vocabulary, it can make the class will be more enjoy. But this technique already researched by many researchers. And the last is by using games which is better choice for junior high school. The class will be more cheerful and joyful and the

students will not get bored. It will be easier for them in mastering and improving their vocabulary.

Improving vocabulary by using game has some advantages. First, in general children are fond of games. They always play game in their lives. They spend of more free time to play. Second, game offers natural communication context among them. By playing games they sometimes forget about their shies. Third, games can motivate children to speak in foreign language that they learn.

Base on the statements above, the writer has motivation to make a classroom action research about the implementation of simon says game to improve students' vocabulary mastery in learning English at MTs. Laboratorium UIN-SU Medan.

B. Identification of Problems

According what the writer wrote in background of the research about the implementation of Simon says game in improving students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan.

Based on the experience of the writer in teaching at MTs Laboratorium UIN-SU Medan, when PPL program. The identification of the problems involve:

1. Most of the students feel difficult to understand and memorizing of Vocabulary, especially in content words category.
2. Most of the students often do not know how to pronounce the words well.

3. Most of students do not know the meaning of the words especially in content words category.

C. Scope of the Study

In this research the writer will be focused to content words category because most of the students at MTs Laboratorium UIN-SU Medan have problems in mastering it such as nouns, verbs, adjectives, and adverbs .

D. Formulation of Study

In background of the research, the writer specifies the research in implementation of Simon says game to improve students' vocabulay mastery at MTs Laboratorium UIN-SU Medan. Then the formulation of the problem which the writer is researching in MTs Laboratorium UIN-SU , are:

1. Can Simon says game improve the students' vocabulary mastery at MTs Laboratorium UIN-SU Medan, especially in content words category?
2. What are the students' responses used Simon says game by the teacher in teaching vocabulary especially in content words category?
3. How does the implementation of Simon says game improve students's vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan, especially in content words category?

E. The Aims of the Study:

Based on the background of the research, the aims of this study are:

1. To investigate how the implementation of Simon says game can improve the students' vocabulary mastery at MTs Laboratorium UIN-SU Medan.
2. To describe the student's responses to Simon says material used by teacher in teaching vocabulary, especially in content words category
3. To describe the implementation of Simon says game to improve the students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan, especially in content words category.

F. Significances of Study

From the research in MTs Laboratorium UIN-SU Medan , which the writer performs is expected that it can be useful for:

1. For the researcher, this research is used to improve the research in teaching vocabulary, especially in teaching content words category
2. For the students, this research is an input for the students to improve their vocabulary mastery in learning English, especially in content words category.
3. For the teachers, It is used to improve the teacher to practice words using Simon says the game in teaching vocabulary, especially in content words category.
4. For the writer and reader, it can be used as a reference for further study on vocabulary especially in learning content words category

CHAPTER II

THEORETICAL FRAMEWORK

A. The Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts.

A. S. Hornby said that vocabulary is the total number of words which make up language.³ So language is arranged by so many words and phrase. Timothy Rasinski adds that vocabulary is knowledge of word meaning.⁴ It means that vocabulary has meaning that has to be learnt. Moreover, according to L.Beck, Margaret G. Mckeown ,vocabulary means “learning the meaning of new words”⁵ It means that vocabulary is a word that has meaning and as part of the language.

Another expert said that vocabulary is significant aspects of language. According to David L. Stepheard he said that vocabulary is one of the most significant aspects of language development⁶. It meant that the development of language depends on vocabulary .

³A.S.Hornby, (1987) *Oxford Advanced Learner's Dictionary*, Oxford University Pres, p.461.

⁴Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, (2004), *Building Vocabulary Grade 4: Kit eBook: Grade 4*, p. A 11.

⁵L.Beck,Margaret G. Mckeown,Linda kunca, (2008),*Creating Robust Vocabulary Frequently Asked Question and Extended Examples*: New York London, Published by The Guilford press.p.1.

⁶David L. Stepheard, (1973), *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*, USA: Bell and Howel Company, co, p.39.

Based on the statements above it can be concluded that vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well and a student needs to improve their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

Finally, the writer will take a research about the implementation of Simon says game in improving students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan.

A.1. The Importances of Vocabulary

Vocabulary is one of the components of language which has the most important role in mastering four language skills. As Wilkins wrote that "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."⁷ It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of the language.

There are some factors why vocabulary is important:

1. Vocabulary is needed as a tool of communication.

⁷Peter Watkins, (2007), *Learning to Teach English* (Published by arrangement with Delta Publishing, first Edition), p.34.

2. Vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it.⁸ It means vocabulary the basic skill in communication that has to be learnt.

Vocabulary can help student in mastering four language skills in listening, speaking, reading and writing.

3. Vocabulary can help students to deliver their thought, feeling, and needs to another .

4. Learning some words and phrases in new language allow people to start communicating at once.⁹ It means that vocabulary is needed in all language to communicate.

5. Vocabulary is the way we acquire, and then access, new knowledge.¹⁰ It means that vocabulary can be used as a key of opening knowledge.

Based on writer experiences in teaching English at MTs Laboratorium UIN-SU Medan the writer found that vocabulary is needed by most of students at MTs Laboratorium UIN-SU Medan Because vocabulary is a tool for them to help them mastering four skills in English ; Listening, speaking, reading, and writing.

⁸David L. Stephard, (1973), *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. USA: Bell and Howel Company, co, p.39.

⁹Peter Watkins, (2007),*Learning to Teach English* , Published by 39 Alexander road Addlestone Surrey KT15 2PQ England, p. 34.

¹⁰Amy Benjamin,John T. Crow, (2013),*Vocabulary at the Core: Teaching the Common Core Standards*: New York USA, Published Eye on Education, P.xiv

Al Qura'an as guidance of life not only for students at MTs Laboratorium UIN-SU Medan but also for all of islamic people stated that the important of vocabulary in Al baqarah verse 37 Allah SWT said

فَتَلَقَّىٰ آدَمُ مِنْ رَبِّهِ كَلِمَاتٍ فَتَابَ عَلَيْهِ ۚ إِنَّهُ هُوَ التَّوَّابُ الرَّحِيمُ

Then learnt Adam from his Lord words of inspiration, and his Lord Turned towards him; for He is Oft-Returning, Most Merciful” ¹¹

It means that Adam as first human being who did a mistake and he wanted the lord forgave him, then he recived a word from the lord, so that Adam was pardoned by the lord. Based on the verse it can be concluded that word or vocabulary is very important. That is why vocabulary is a important thing to be learnt by MTs Laboratorium UIN-SU Medan, as islamic school.

Finally, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, the teachers are expected to have the excellent way to make the student interested in learning English vocabulary, so that the teaching learning objectives can be carried out successfully.

A.2. Types of Vocabulary

Word fall into two quite catagories: content words and fuction words: First category is content words fall into the major part of speech, including nouns, verbs, adjectives,adverbs, and some pronouns.

Second category is function words fall into the minor part of speach, including preposition, conjunction, interjection, particles, auxialaris, articles,

¹¹ Abdullah Yusuf,(2004) *The Meaning of The Holy Qur'an*. 9th Edition Beltville, Maryland: Amana publications. P, 40.

demonstratives and some adverbs and pronouns.¹² Based on the statement above we can conclude that type of vocabulary can be divided into two categories they are function words and content words.

Finally, The writer will focus of doing research in content words category. Based on the writer experiences in teaching PPL at MTs Laboratorium UIN-SU Medan, where there are most of students have problems in learning vocabulary especially in content words such as nouns, verbs, adjectives, and, adverbs.

A.3. Vocabulary Mastery

Based on the curriculum, the students of junior high school are expected mastering vocabularies 2000 words after graduated.¹³ It means that the students have to master at least 667 in one year. Based on my experience in teaching at MTs Laboratorium UIN-SU , the writer found that in class VII-1 they had 160 minutes in one week to learn English where it was divided into 2 meeting and each meeting had 2 x 40 minutes. It means that in one month the student have 8 meeting and in one year the students have 96 meeting. So that the students are expected mastering vocabularies in one meeting at least 7 words.

¹²Laurel J. Brinton, (2000),*The Structure of Modern English: A Linguistic Introduction, Volume 1*, Amsterdam : Jhon Benjamins Publishing Company, p. 118.

¹³ Dadang dachajar(2008), *Get Success UN Bahasa Inggris, Anggota IKPI, Penerbit Grafindo Media pratama,h.1*

B. Simon Says Game

According to Anaheim in her book wrote that “There are numerous children’s games that can be adapted to the TPR format. Simon says is a good example.¹⁴ And Ang le Sancho Passe stated in her book this technique is well suited to very young children because young children learn by moving.¹⁵ It means that Simon says game is as a technique of teaching vocabulary.

According to Anderson in his book wrote that “ Simon says is popular game played around the world.”¹⁶ It means that most of people have known of Simon says game .And According to Amy Buttner Zimmer in her book wrote that “Simon says is a good way to get students to actively review vocabulary.”¹⁷ It means that Simon says game is suitable for students who want learning vocabulary. Based on the statements above can be concluded that Simon says game is a popular way for teaching vocabulary and make the students active in learning process. That is why the writer wants to do a research about the implementation of Simon says the game to improve students’ vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan.

¹⁴Anaheim University Pres,(2011), *Teaching English to Young Learners:USA* p.18

¹⁵Ang le Sancho Passe, (2013), *Dual-Language Learners: Strategies for Teaching English*. United State of America ; Published by Redleaf press, p. 107.

¹⁶Anderson, (2015),*Teaching English in Africa: A Guide to the Practice of English Language* East Africa Education Publish R wanda Ltd, p. 179.

¹⁷Amy Buttner Zimmer, (2015),*Activities, Games, and Assessment Strategies for the World Languages Classroom*, New York;Published by Routledge, p. 151.

B.1. The Role of Simon Says Game

Talking about the role of Simon says, a teacher or student stands in front of the classroom and is the leader or Simon. Simon tells students what to do, and students must follow the direction only. If Simon Says is stated before the comand. If students follow the directions and simon say is not stated, they must sit down and are out for the round. Simon can try to confuse participants by telling them to do one action while showing a different one.¹⁸ It means that Simon can say something and then perform difference of action.

From the statemens above it can be concluded that the role of Simon says game all of the students are expected of doing and performing what Simon says and students are not expected of doing and performing what simon do not say.

B.2. Simon Says Game for Teaching Vocabulary

Simon says game can be a useful game for teaching verbs for example “Simon says ‘run’ to the door” or “Simon says ‘walk’ slowly . The game can also be used to ilustrate preposition. For example, “Simon says stand ‘on’ one leg” or “Simon says hide ‘under’ the table.”¹⁹ Additionally, Simon says: this is a

¹⁸Amy Buttner Zimmer, (2015), *Activities, Games, and Assessment Strategies for the World Languages Classroom* Third Avenue, New York, NY 10017, First published, p. 151.

¹⁹ Kelly Burgoyne, Fiona Duff, Paula Clarke, Glynnis Smith, Sue Buckley, Margaret Snowling, Charles Hulme, (2012), *A Reading and Language Intervention for Children with Down Syndrome*, Published by Down syndrom by educational international first edition, p. 88.

wonderful game for helping children learn the names of their body parts.²⁰ It means that Simon says can also be used in teaching noun such part of body.

Based on the statements above Simon says game can be implemented for teaching vocabulary especially in content words category.

B.3. Teaching Simon Says Game

In teaching Simon says game there are some steps can be used;

1. Have a teacher be “Simon”, and have at least one students as a member of the group.
2. Simon only request easy, know action from the group. For example Simon says, clap your hands”. It is alright for the caller to also model the action while giving the direction. Ideally, the action called for will sometimes have entertainment value (e.g., “ act like afrog”)
3. The teacher model within the group should respond quickly and clearly after every direction Simon presents .
4. If learners have fun with a response(e.g,.. maybe you said “ Jump like a frog”, and they added in a tongue thrust), join in their fun. Laugh with them.
5. Enthusiastically praise players when they demonstrate the actions
6. Continue calling out action for up to a minute or so, or until you see the first signs decreased motivation .

²⁰Sherrill B. Flora, M.S(2005), Building Essential Vocabulary, Ages 4 - 9: Reproducible Photo Cards, Games(Publisher key education Publishing Company, L,L,C), p.12.

7. If that is enough “steam”, allow the student the most –capable, or most –interested to be Simon.²¹ It means that if students are still spirit to play Simon say game, the teacher can allow the students to be Simon.

8. If a student “ Simon” does not yet understand the expectation for the role , its ok ,you can use some words to prompts(i.e., tell them what to say)²² It means that if the student is confuse, the teacher can help the students who want to be Simon to tell them what to say about words.

B.4. The Advantages of Simon Says Games to Teach Vocabulary

As we know that there are many techniques in teaching vocabulary and game can be one of them. Some exeperts say that games used for teaching vocabulary advantages. Gertrude in her book said that: Game has proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxion and fun for students, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real word context in to the classroom and enhance students’ use of English in a flexible, communicative way.

²¹Steven Ward, (2008),*What You Need to Know about Motivation and Teaching Games: An in-depth analysis*, Published steve word of wholing chaild consulting, LLC, p. 121.

²²Ibid p. 121.

Games are highly motivating and they give students more opportunity to express their opinions and feeling.²³

It means that games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficiency to avoid boredom in vocabulary class. Base on the statemen above we can conclude that Simon says as a game in learning vocabulary has advantages for teachers and students in lerning process. Especially in learning vocabulary.

B.5. Disadvantage of Simon says Game

The advantage of this game is from the teacher end of thing.²⁴ It means that The teacher has to be fast paced or it doesn't work ,you have to remember all the commends, use them all equally and make sure that the student are only doing the actions at the approriate time.

C. Related Study

The studies that have relevant with this study are:

1. The first study which has relevance with this research was conducted by Siska Yuliana (1997);improving students' vocabulary by using riddles game at the second grade students of MTs Miftahul Ulum. The researches in her study used classroom action researches where she took one class consist of 32 students as the sample with 3 cycles. And the

²³ Siska Yuliana, (2011) *Improving students' vocabulary by Using Riddles Game at The Second Grade Students of MTs Miftahul Ulum Bedung Mujekerto*, Surabaya:Thesis,p.21.

²⁴ Gladys García Fernández (2009) *Game for ESL Students*, Lulu pres,p 8

result of her research showed that so riddles game effective used in teaching vocabulary to improve students' vocabulary .

2. The second study which has relevance with this research was conducted by I ketut Purnata (2013); Teaching vocabulary by using guessing game to seventh grade students of SMP 4 Pupuan in academic Year 2012/2013. Based on the finding it could be concluded that guessing game could improve vocabulary mastery of seventh grade students of SMP N 4 Pupuan in academic year 2012/2013. Showed the extent of vocabulary mastery achievement of the subjects under study when they were taught by using guessing game. In the other word, guessing game could significantly improve vocabulary mastery of the students.

3. The third study which has relevance with this research was conducted by Imas Febriyansyah(2015); Improving students' vocabulary mastery through binggo game for grade X of SMAN 4 Purworejo in the academic year 2014/2015. The research show that the vocabulary mastery of the tenth grade students of SMAN 4 Purworejo improved through the use of bingo game.

D. Conceptual Framework

Vocabulary is one of language component that is function to express feeling, opinion, ideas, and emotion. One of strategy to improve mastery in learning vocabulary is using Simon says game. Simo says game is one of games in teaching English which encourage students to understand as much as possible, especially in vocabulary.

Simon says game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because Simon says can make the students more focus in learning, because they do not feel that they are forced to learn. Simon says game can be a game technique that will give many advantages for teachers and the students either.

Based on the statements above, Simon says game as a technique of teaching can help the students in learning English especially in improving of vocabulary mastery.

E. Hypothesis

The hypothesis of the result study is formulated as follows:

H_0 : The implementation of Simon says game can not improve the students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan.

H_a : The implementation of Simon says game improves the students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This study was applied classroom action research (CAR). Classroom action research was utilized because it was aimed at increasing outcomes of teaching and learning. It helped the teacher more understood of the process. Classroom action research was portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self-critically implemented and interrelated.²⁵

According to Suharsimi , a classroom action research consisted of three words. They were research, action, and class.

(1) Research : examined the activities of an object, used the rules of a particular methodology to obtain data or information to improve the quality of thing that interest and important for the researcher.

(2) Action: something moment activities that deliberately made with a specific purpose, which in this study the form is series of cycle activity.

(3) Class: a group of student who receive the lesson from the teacher.

In the other hand, class is the room of a group of students who were studying.²⁶From this design of research was expected learning problem could be solved. This research started based on teacher observation in teaching learning process. classroom action research gave a chance to

²⁵ Anne Burns, (2010),*Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York :Published by Routiedge, p. 4.

²⁶H. Candra Wijaya dan Sahrum (2013) .*Penelitian tindakan kelas..* P. 39 – 40.

the teacher to be more creative in teaching so that could increase their ability in transferred knowledge and to solve the problem.

a. Planning

Before making planning, the writer observed the problem in teaching learning process at MTs Laboratorium UIN-SU Medan by giving pre test, especially in teaching and learning vocabulary to know the students' vocabulary mastery. After observing the writer made the lesson plan as planning the subject was used in teaching learning process.

In conducting the research, the researcher prepared the instructional materials, which were relevant with the topic for vocabulary. The researcher took the materials from the textbooks, internet, or other available sources and selected by the researcher and researcher used Simon says game as a technique in teaching vocabulary at MTs Laboratorium UIN-SU Medan.

b. Acting

The second step was acting. The planning had to be done well and the material of Simon says the game was given. In addition, the media and instrument were used for collecting data. After the planning is finished, the researcher implemented the Simon says the game at MTs Laboratorium UIN-SU Medan. In this study, the researcher as practitioner carried out the lesson plan while the real teacher played as an observer during instructional process. This section was carried in two cycles. Each cycles had two meetings and each meeting took about 2x40 minutes. It was conducted based on the schedule that had been arranged before.

c. Observing

The third step was observing. In this step the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress. In this step, the data was also collected by evaluation of vocabulary; pre-test or post-test.

d. Reflecting

The last step was reflecting. Researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. And the last of the cycles researcher interviewed to know what the student's responses toward teaching learning process. Additionally, the researcher used observation sheet and photography evidence to report the process, reflections, and reaction of students in teaching and learning process.

B. Subject of The Study

The subjects or participants in this research were the students of seventh grade of MTs Laboratorium UIN-SU Medan academic year 2017/2018 . The total participant was 40 students from 1 class.

Table 3.1

Table of Participants

| | |
|----------|-------|
| Class | VII-1 |
| Students | 40 |

Then the writer chooses the students of seven grade in class VII -1 which is consist of 40 students, there are 20 boys and 20 girls, as the sample.

C. Location and Time of Research

This research was conducted in January 2017 at MTs Laboratorium UIN-SU at class VII-1, which is located in Medan.

D. The Procedure of Research

The procedure of research is conducted by making classroom action research method. The procedure of research have four meetings where divided into two cycles. Each cycles has two meeting and involves of four phases: planning, acting, observing, reflecting.

E. Techniques for Data Collection

In this research, the data is collected by using qualitative data and quantitative data. The qualitative data describes the condition, situation and responses of the students during teaching-learning process. In this qualitative data, the researcher, uses observation (observation sheet), Interview (interview sheet), and photography evidence. In collecting quantitative data, the researcher conducts vocabulary test. In this research, there are two kinds of test given by the researcher to the students. They are pre-test and post-test. The tests are made by the researcher from some resources such as: grammar book, students' book exercise, the internet, etc. The tests are conducted by the researcher in order to know the improvement the students' vocabularies mastery of the subject they have learnt.

F. Instrument for Data Collection

1. Observation sheet

The researcher employed observation sheet to find out the data about “Simon says game” as a technique to teach vocabulary. The indicators being measured in the observation sheet were ; the topic, the technique of conducting the games, the teaching learning process.

2. Interview

The researcher gave questions to the students in the last cycle, to know what the students responses toward teaching learning process.

3. Photography Evidence

The picture that had been taken during the research was purposed for providing reference points. The function of photography was a way of reporting, observation, reflections, and reaction of students in teaching and learning process.

The researcher gave pre-test to the student before the implementation of the strategy to know the students’ vocabulary mastery. After implementing the strategy, the researcher gave the post test to the students, whether improved or not.

G. Techniques for Data Analysis

This research used qualitative and quantitative data. In qualitative data there were observation sheet for the teacher and the students, interview sheet and photography evidence.

In Quantitative data, there was a vocabulary test and it could be divided into two tests. They were pre-test and post-test. The vocabularies of this test was taken from students' English book (BEP) especially, in page 16 Task 2 where the total of content words category of the task are 67 words. These tests were analyzed by comparing the result of the tests to know the improvement of the students' vocabulary mastery in in each cycle where the students had to master at least 7 words in each meeting.

The components for scoring vocabulary test covered content words category. There were 10 multiple choice. In scoring, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 10 and the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

Table 3.2
Instrument of Score

| No | Name of the Students | Item of the Test | | | | | | | | | | The Total of Score |
|----|----------------------------|------------------|----|----|----|----|----|----|----|----|----|-----------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 1 | AA | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | |
| 2 | AB | | | | | | | | | | | |
| 3 | AC | | | | | | | | | | | |
| 4 | AD | | | | | | | | | | | |
| 5 | etc. | | | | | | | | | | | |

To know the mean of the students' score of vocabulary evaluation in each cycle, the following formula was applied:

$$x = \frac{\sum x}{N}$$

where,

X = the mean of students' score

$\sum x$ = the total score

N = the number of the students.

Table 3.3 The mean of Score of Cycle I (Pre-Test and Post-Test I) and Cycle II (Post-Test II)

Table 3.3

Mean

| X | Pre-Tes I | Post-Test I I | Post-Test II II |
|------|--------------|------------------|--------------------|
| Mean | | | |

Based on the curriculum the students was expected mastering vocabularies in one meeting at least 7 words. It meant that the students were expected to have correct answer at least 7 item of the test. That was why passing grade of students at the school is 70. So, to categorize the number of the students who were competent in vocabulary. The following formula was applied.

$$P = \frac{R}{T} \times 100\%$$

Where,

P = the percentage of those who got the points up to 70

R = the number of students who got the points up to 70

T = the total number of the students

Then, to know the different of the test success after using Simon says game, the writer applied the following t-test formula:

$$= \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where

\overline{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students²⁷

Therefore, by applying of the data, it was expected that the implementation of Simon says game in improving students' vocabulary mastery was achieved by using percentage.

In qualitative data, it was analyzed from observation sheet, from result of interview and photography evidence. From observation sheet, the researcher described the implementation of Simon says game to improve students' mastery in learning English at MTs Laboratorium UIN-SU Medan during two cycles. Next, from interview, from this result the researcher described the student's responses to Simon says game material used by teacher in teaching vocabulary. And the last, photography evidence described the students and teachers' activities in learning process.

²⁷ Ali Habibi(2016) The Implementation of Showing Object Strategy on the Students' Speaking Ability of the Second Grade of MTs Mualimin Univa Medan in 2015/2016 Academic Year, p 33

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. DATA DESCRIPTION

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and photography evidence. This research was conducted in one class with 40 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test. The quantitative data were taken from the mean of the students' score in taking vocabulary test.

A.1 The Qualitative Data

a. Observation

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Simon says was applied to improve the students' vocabulary mastery. It also was done to know how the interaction between the teacher and the students. From the observation, the researcher noted that the students were so excited, active, and enthusiastic in learning vocabulary by using Simon says game. (See the Appendix X and Appendix XI Page 77 -79)

b. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique.

The teacher felt the learning process was more active and students' mastery was increase after the technique implemented. The students also showed that they felt pleasure and enjoy learned vocabulary by using Simon says game. (See the Appendix XII and Appendix XIII Page 81-87)

c. Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the vocabulary test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process.

(See the Appendix XVI Page 94-103)

A.2. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles. The results of the test score of students were shown in the table. (See Appendix VI Page 69)

Table 4.1

**The students' Score during Cycle I (Pre-test and Post-test I)
and Cycle II (Post-test II)**

| NO | NAME OF STUDENTS | SCORE | | |
|--------------|------------------|---|--|---|
| | | Pre-Test | Cycle I | Cycle II |
| | | | Post-Test (I) | Post-Test (II) |
| 1 | AAA | 30 | 50 | 60 |
| 2 | AW | 50 | 70 | 80 |
| 3 | AFS | 50 | 70 | 80 |
| TOTAL | | $\Sigma x=1790$ $X= 44.75$ | $\Sigma x=2580$ $X= 64.5$ | $\Sigma x= 3220$ $X= 80.5$ |

From the data above the researcher found there is the increasing of the students' mastery. It could be seen from the mean of the value from pre-test, post-

test of cycle I and post-test of cycle II that increase. It also could be seen from the table below that showed the students value failed or passed.

From the table above the writer found the students' achievement are:

Pre-Test

In the Pre-test the students score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in Students' achievement. From the table it showed in the pre-test there were not students who able to pass the passing grade 70.

Post-Test I

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know. And the reaction of the students gave influence in students' achievement to increase. From the table it showed in the post-test I there are 23 persons who able to pass the passing grade 70.

Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test, the students also by Simon says game created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in the post test II there were 34 people who pass the passing grade 70. It means more than 50% students could improved their vocabulary by using Simon says game.

B. DATA ANALYSIS

B.1. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

The first cycle was done in two meetings, the detail was below:

1. Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about vocabulary in a text in simple past tense. In planning of action research, research had been prepared:

- Made the lesson plan
- Material about vocabulary in a text
- Sources of material
- Made learning media.
- Exercise as the instrument of collecting data Simon says game.

All the materials above used by researcher to teach the students in the class.

2. Action

In the first cycle the researcher as the teacher did some action such as:

Introduction:

- The teacher gave information about what they would discuss.
- The teacher asked the students about their knowledge of their vocabularies

CoreActivities

- The teacher explained about the material in a text
- The teacher gave to the students a text
- The teacher asked to the students about the meaning of words in the text
- The teacher explained about Simon says game
- The teacher used the Simon says game in teaching the words based on the text.
- The students asked about rule of Simon says game.
- The teacher and the students discussed about the meaning of the words based on the text.

Closing

- The teacher and students concluded the material together to know how far the students understand about the material.

3. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students

had participated effectively during teaching and learning process and also when they did Simon says game in the class although some of them still lack and of understanding about vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know further about the students' activity could be seen in photographs evidence which took by researcher during the teaching-learning process in classroom. We could see the students enjoyable, happy and enthusiastic than before. (See Appendix XVI Page 94)

4. Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more increasing in their vocabularies to solve their problems in material because some of them still confused and difficult to understand the meaning of the words.

In the second cycle, researcher as teacher improved their vocabulary mastery by gave more explanation about the meaning of the words.

b. The Second Cycle

After doing the first cycle, the students' problems were found and it gave information about the students' vocabulary mastery in mastering the words. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than the first cycle. In this cycle,

researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows:

1. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching vocabularies. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

2. Action

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher, were:

Introduction:

- The teacher gave information about what they would discuss.
- The teacher asked the students about their knowledge of words meaning

CoreActivities

- The teacher explained about the material that they have and would be discussed.

- The teacher gave more examples about the material which the teacher explained.
- The teacher divided the students into some group
- The teacher invited the student who wanted to be a Simon
- The teacher used Simon say in teaching vocabularies.

Closing

- The teacher and students concluded the material together to know how far the students understand about the material.

3. Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about the meaning of the words. They liked to learn about vocabulary by using Simon says game which given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

4. Reflection

Having checked the students' vocabulary mastery by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could improve their vocabulary mastery by using Simon says game . The students' score in the second cycle had improved than in the first cycle.

B.2. The Quantitative Data

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

Table 4.2

The Students' Score in Pre-test

(See Appendix VII Page 71)

| No | INITIAL OF STUDENTS | THE TOTAL OF SCORE | PASSING GRADE OF STUDENTS (≥ 70) |
|--------------|---------------------------|--|---|
| 1 | AAA | 30 | Failed |
| 2 | AW | 50 | Failed |
| 3 | AFS | 50 | Failed |
| Total | | $\Sigma x = 1790$ $\bar{X} = 44.75$ | |

From the table of pre-test, the total score of the students was 1790 and the number of the students who completed took the test from pre-test, post-test in cycle I and the post test in the cycle II was 40 of students, to see the mean of the students in this test the researcher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where: x : The mean of the student

$\sum x$: The total score

N : The number of students

So the mean of the students was: $x = \frac{1790}{40} = 44.75$

From the analysis above knew that students' vocabulary mastery were very low. The mean of the students was 44.75 and the student categories still in poor level. And the number of the students who were competent in vocabulary in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P : The percentage of students who get the point (≥ 70)

R : The number of students who get the point up (≥ 70)

T : The total number of students who do the test.

$$p1 = \frac{0}{40} \times 100\% = 0\%$$

$$p2 = \frac{40}{40} \times 100\% = 100\%$$

Table 4.3. The Percentage of The Student's Score in Pre-Test

| | Criteria | Total of Students | Percentage |
|----------------------|-----------------|--------------------------|-------------------|
| P₁ | Passed | 0 | 0 % |
| P₂ | failed | 40 | 100% |
| The Total | | 40 | 100% |

From the percentage above known that the students who competent in vocabulary were very low.

Table 4.4**The Students' Score in Post-test I**

(See Appendix VIII Page 73)

| NO | INITIAL OF STUDENTS | Post-Test In Cycle 1 | |
|--------------|----------------------------|---|--|
| | | SCORE | Criteria Success (≥ 70) |
| 1 | AAA | 50 | FAILED |
| 2 | AW | 70 | PASSED |
| 3 | AFS | 70 | PASSED |
| TOTAL | | $\Sigma x = 2580$ $X = 64.5$ | |

From the table of post-test of cycle I, the total score of the students was 2580 and the number of the students completed took the test from pre-test, post-

test in cycle I and the post test in the cycle II was 40 of students, to see the mean of the students in this test the researcher applied the following formula:

$$x = \frac{\sum x}{N}$$

Where: x : The mean of the student

$\sum x$: The total score

N: The number of students

So the mean of the students was: $x = \frac{2580}{40} = 64.5$

From the analysis, knew that the student's vocabulary mastery got increasing. The mean of the students was 64.5 and include fair level. And the number of the students who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of students who get the point ≥ 70

R: The number of students who get the point up ≥ 70

T: The total number of students who do the test.

$$p1 = \frac{23}{40} \times 100\% = 57.5 \%$$

$$p2 = \frac{17}{40} \times 100\% = 42.5 \%$$

Table 4.5. The Percentage of The Student's Score in Post-Test of Firts Cyscle

| | Criteria | Total of Students | Percentage |
|----------------------|-----------------|--------------------------|-------------------|
| P₁ | Passed | 23 | 57.5 % |
| P₂ | failed | 17 | 42.5% |
| The Total | | 40 | 100% |

From the analysis, knew that the student's vocabulaary mastery got increasing. The mean of the students was 64.5. From the score who got ≥ 70 were 23 students or it was 57.5 % and 17 students got the score under ≥ 70 or it was 42.5% %. It could be concluded that the student's vocabulary mastery in got higher in post-test in cycle I than pre-test. But, the student's achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 57.5%, the researcher wanted the percentage of students who pass the passing grade was 70 % . Therefore the next action continued on the cycle II.

Table 4.6**The Students' Score in Post-test II**

(See Appendix IX Page 75)

| NO | INITIAL OF STUDENTS | THE TOTAL OF SCORE | PASSING GRADE OF STUDENTS (≥ 70) |
|-----------|------------------------------------|-------------------------------|---|
| 1 | AAA | 60 | FAILED |
| 2 | AW | 80 | PASSED |
| 3 | AFS | 80 | PASSED |

| | |
|--------------|---------------------------------------|
| TOTAL | $\Sigma x = 3220$ $\bar{X} = 80.5$ |
|--------------|---------------------------------------|

From the table of score in post-test of cycle II, the total score of the students was 3220, and the number of the students completed took the test from pre-test, post-test in cycle I and the post test in the cycle II was 40, to see the mean of the students in this test the researcher applied the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} : The mean of the student

$\sum x$: The total score

N: The number of students

So the mean of the students was: $\bar{x} = \frac{3220}{40} = 80.5$

From the analysis, knew that the student's vocabulary mastery increased. The mean of the students was 80.5. And the number of the students who were competent in vocabulary was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of students who get the point ≥ 70

R: The number of students who get the point ≥ 70

T: The total number of students who do the test.

$$p1 = \frac{34}{40} \times 100\% = 85\%$$

$$p2 = \frac{6}{40} \times 100\% = 15\%$$

Table 4.7 The Percentage of The Student's Score in Post-Test II

| | Criteria | Total of Students | Percentage |
|----------------------|-----------------|--------------------------|-------------------|
| P₁ | Passed | 34 | 85 % |
| P₂ | failed | 6 | 15 % |
| The Total | | 40 | 100% |

From the percentage, the student's vocabulary mastery was classified on good level when doing the action research on cycle II.

The student's score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.8

The Mean Score of Cycle I (Pre-test and Post-test I)

And Cycle II (Post-test II)

| \bar{X} | Pre-Test | Post-Test I | Post-Test II |
|-----------|-----------------|--------------------|---------------------|
| Mean | 44.75 | 64.5 | 80.5 |

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' vocabulary mastery by using Simon says game improved from 44.75 to 80.5

The number of competent students was calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which,

P = the percentage of students who got ≥ 70

R = the percentage of students who got ≥ 70

T = total number of students who did the test

The percentage of the increasing of students' vocabulary mastery could be seen as follows:

- a. The percentage of competent students in the pre-test was:

$$P_1 = \frac{0}{40} \times 100\% = 0\%$$

- b. The percentage of the competent students in the post-test I was

$$P_1 = \frac{23}{40} \times 100\% = 57.5\%$$

- c. The percentage of the competent students in the post-test II was

$$P_1 = \frac{34}{40} \times 100\% = 85\%$$

Table 4.9
The Percentage of Students' Vocabulary Mastery

| Cycle | | The Competent Students | Percentage |
|----------|-------------|------------------------|------------|
| Cycle I | Pre-test | 0 | 0% |
| | Post-test 1 | 23 | 57.5% |
| Cycle II | Post-test 2 | 34 | 85% |

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 70 were 0 students of 40 students (0 %). In the second test (post-test cycle I) the students who got the score ≥ 70 were 23 students of 40 students (57.5%). In the third test (post-test cycle II) the students who got the score ≥ 70 were 36 students of 40 students (85%). The increasing of the pre-test to the post-test of cycle I was about 57.5% and the increasing of post-test of cycle I to the post-test of cycle II was about 27.5%.

B.3. The Testing Hypothesis

Statistic was used to test the hypothesis in the research, as follow:

Table 4.10 The Statistic Analysis of The Result of Students' Score
In First Cycle and the Second Cycle

| NO | Post-Test In Cycle 1 | Post-Test In Cycle 1 | D | D² |
|-----------|---------------------------------|---------------------------------|----------|----------------------|
| 1 | 50 | 60 | 10 | 100 |
| 2 | 70 | 80 | 10 | 100 |
| 3 | 70 | 80 | 10 | 100 |
| 4 | 70 | 90 | 20 | 400 |
| 5 | 50 | 60 | 10 | 100 |
| 6 | 70 | 90 | 20 | 400 |
| 7 | 70 | 80 | 10 | 100 |
| 8 | 70 | 80 | 10 | 100 |
| 9 | 60 | 70 | 10 | 100 |
| 10 | 70 | 90 | 20 | 400 |
| 11 | 70 | 90 | 20 | 400 |
| 12 | 80 | 90 | 10 | 100 |
| 13 | 50 | 60 | 10 | 100 |
| 14 | 60 | 80 | 20 | 400 |
| 15 | 70 | 90 | 20 | 400 |
| 16 | 50 | 70 | 20 | 400 |
| 17 | 60 | 90 | 30 | 900 |
| 18 | 50 | 70 | 20 | 400 |
| 19 | 70 | 80 | 10 | 100 |
| 20 | 80 | 90 | 10 | 100 |
| 21 | 70 | 80 | 10 | 100 |

| | | | | |
|----|----|-----|------------------------------------|--|
| 22 | 50 | 70 | 20 | 400 |
| 23 | 60 | 80 | 20 | 400 |
| 24 | 60 | 80 | 20 | 400 |
| 25 | 70 | 90 | 20 | 400 |
| 26 | 70 | 80 | 10 | 100 |
| 27 | 50 | 80 | 30 | 900 |
| 28 | 70 | 90 | 20 | 400 |
| 29 | 70 | 100 | 30 | 900 |
| 30 | 80 | 90 | 10 | 100 |
| 31 | 60 | 80 | 20 | 400 |
| 32 | 70 | 90 | 20 | 400 |
| 33 | 70 | 90 | 20 | 400 |
| 34 | 80 | 100 | 20 | 400 |
| 35 | 80 | 90 | 10 | 100 |
| 36 | 60 | 80 | 20 | 400 |
| 37 | 50 | 60 | 10 | 100 |
| 38 | 70 | 80 | 10 | 100 |
| 39 | 50 | 60 | 10 | 100 |
| 40 | 50 | 60 | 10 | 100 |
| | | | $\Sigma D = 630$ | $\Sigma D^2 = 11400$ |

From the table was

$$D = \frac{630}{40} = 15.75$$

The calculation was done as the formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{15.75}{\sqrt{\frac{11400 - \frac{(630)^2}{40}}{40(40-1)}}$$

$$t = \frac{15.75}{0.9731}$$

$$= 16.19$$

From the computation above, it could be seen that the coefficient of t_{count} was 16.19 and t_{table} to $df = N-1 = 40-1 = 39$, with fact $\alpha = 0.05$ was 3.566. in the coefficient of t_{count} (16.19) > t_{table} (3.566). Thus, alternative hypothesis (H_a) could be received. Based on the finding, alternative hypothesis (H_a) stating that Simon says game could improve students' vocabulary mastery accepted.

C. RESEARCH FINDING

The result indicated that there was an increasing on the students' vocabulary mastery by using Simon says game . The mean of the first cycle was 64.5, it was good enough. The mean of second cycle was 80.5, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 also grew up. In the pre-test, the students who got point ≥ 70 up were 0 students (0%). In the post-test of cycle I students who got point ≥ 70 up were 23 students (57.5%). It means that there was an increasing about 57.5 %. The post-test of cycle II, students who got point 70 to up there were 34 students (85%) and the increasing was about 27.5%. For the total increasing of the students' score from pre-test to post-test of cycle II was 85%. In other words, the students' vocabulary mastery improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the , observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching-learning process, although at the first meeting they were not interest and confused about the meaning of the words and some of them were shy and afraid of asking what they did not know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the student felt interesting in learning vocabulary from day by day.

From Photography it was found that student were active and enthusiastic in following teaching-learning process. In this Based on the result of the quantitative and qualitative data, it could be concluded that Simon says game could improve students' vocabulary mastery especially at MTs Laboratorium UIN-SU Medan.

D. DISCUSSION

This research was conducted to find out the improving of the students' vocabulary mastery by using Simon says game. The Simon says game was one of games that could be used by the teacher in teaching English to improve the students' vocabulary mastery.

The research that had been done by the researcher indicated that Simon says game was effective or could be used in teaching vocabulary. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I and post-test of cycle II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the Simon says game helped the students to understand the subject easily.

Based on quantitative data could be seen the students' vocabulary mastery improved and became well in the first meeting to the next meeting.

And based on the qualitative data, it showed the increasing of teacher's and students' activity during teaching-learning process. The data could be seen from observation sheet, interview sheet and photography evidence that indicated the students were active and paid attention the subject that the teacher taught. The

students' also felt spirit in doing the task by using Simon says game and they created the supportive situation during teaching-learning process.

So, it could be concluded that the result of the research showed that the implementation of Simon says game could improve the students' vocabulary mastery . It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than the pre-test, and the post test of the second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, it could be concluded that:

1. Simon says game could improve the students' vocabulary mastery at MTs Laboratorium UIN-SU Medan.
2. Based on the result of qualitative showed , it could be concluded that the students' responses were more active, enthusiastic, spirit, and enjoyable in learning vocabulary by using Simon says game.
3. From the result of research analysis, it was found that the improvement of students's vocabulary mastery was improved. The mean of post-test in cycle I was better than pre-test and the mean of post-test in cycle II was better than post- test in cycle I. The percentage of students who got 70 up improved in each cycle . And also based on the finding of alternative hypothesis (Ha) stating that Simon says game could improve students' vocabulary mastery accepted.

B. Suggestion

This research showed that the implementation of Simon says game could improved students' vocabulary mastery especially at MTs Laboratorium UIN-SU Medan. There were following suggestion offered:

1. For the English teacher, it is useful to apply Simon says game as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.
2. For the students, they will feel spirit, interest and motivated so that they can understand the material .
3. For the other researcher, who wants to develop all information and knowledge about Simon says game fot those who have interest in doing research related the topic are able to make research in othe decipline

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LIST OF APPENDIX

| Appendix | Title |
|-------------------|-----------------------|
| Appendix I | Lesson Plan (cycle I) |

SIKLUS 1 PERTEMUAN KE 1 DAN 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Laboratorium UIN-SU Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Tujuh) /2

Standar Kompetensi:

Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar:

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan-kn diri sendiri/orang lain, dan memerintah atau melarang.

Indikator

Siswa mampu:

1. Memahami “Kosa kata berdasarkan teks ”
2. Memberikan respon berdasarkan “kosa kata ”

Aspek / Skill : Mendengar dan Berbicara (Vocabulary)

Waktu : 2 x 40 (Dua kali pertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengungkapkan “Asking for and Offering Something”

B. Materi Pembelajaran

Simple Past Tense

TASK .2

Read the text

Mrs. Jones wanted a picture for her living room. She took the bus and went to town. She looked for a picture shop, and after a few minute she found one. There were some pictures in the window, but she did not like them very much.

She went into the shop and looked at some other picture. She liked some of those more. There was picture of young girl, and Mrs. Jones liked it very much. She went to the shopkeeper and said, ‘How much do you want for this picture?’

The shopkeeper turned the picture round. He looked at the back of it and then said, ‘Thirteen pounds. ‘Thirty pound?’ Mrs. Jones said. ‘That’s very expensive. I’m going to offer you twenty pounds for it.’ ‘ I said, “Thirteen pounds”, not “Thirty pounds”, the man answered.

‘Thirteen ?’ Mrs. Jones said. “ Then I’m going to offer you nine pounds for it

C. Tehnik Pembelajaran : Simon Says Game

D. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Mengucapkan salam
- Greeting (mengungkapkan greeting yang berbeda, seperti *how is your life?*)
- Tanya jawab berbagai hal terkait kondisi siswa
- Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti

Eksplorasi:

- Memberikan gambaran awal materi hubungannya dengan permainan *Simon says game* yang akan diberikan kepada siswa
- Guru mengarahkan siswa pada sebuah tex bacaan
- Guru menayakan kepada siswa tentang arti kosa kata yang ada pada tex bacaan

3. Elaborasi:

- guru menerangkan tentang “Simon says game”
- guru menggunakan Simon says game dalam mempelajari kosa kata yang ada pada tex bacaan
- guru

4. **Konfirmasi:**

- Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan
- Siswa bertanya tentang “Simon says game ”

5. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama proses belajar mengajar
- Mengakhiri pelajaran dan meminta siswa untuk memahami kembali di rumah materi yang telah di ajarkan.

E. Sumber dan Media Pembelajaran

A. Sumber Pembelajaran:

- Buku Paket Bahasa Inggris kelas VII (Semester Genap) Bahan Evaluasi Belajar Maximum
- Internet

F. Penilaian

1. Rubrik penilaian

| Uraian | skor |
|---------------|------|
| Jawaban benar | 1 |
| Jawaban salah | 0 |

2. Instrument : Terlampir

Medan, 2017

Mengetahui

Kepala MTs Laboratorium UIN S Guru Mata Pelajaran Peneliti

Yumira Simamora, M.Pd

Syahrudi, SS, S.Pd.

Abdul Muhsin Polem

Appendix II Lesson Plan (cycle II)

SIKLUS 2 PERTEMUAN KE 3 DAN 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Laboratorium UIN-SU Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Tujuh) /2

Standar Kompetensi:

Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar:

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator

Siswa mampu:

3. Memahami “Kosa kata berdasarkan teks ”
4. Memberikan respon berdasarkan “kosa kata ”

Aspek / Skill : Mendengar dan Berbicara (Vocabulary)

Waktu : 2 x 40 (Dua kali pertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengungkapkan “Asking for and Offering Something”

B. Materi Pembelajaran

Simple Past Tense

TASK .2

Read the text

Mrs. Jones wanted a picture for her living room. She took the bus and went to town. She looked for a picture shop, and after a few minute she found one. There were some pictures in the window, but she did not like them very much.

She went into the shop and looked at some other picture. She liked some of those more. There was picture of young girl, and Mrs. Jones liked it very much. She went to the shopkeeper and said, ‘How much do you want for this picture?’

The shopkeeper turned the picture round. He looked at the back of it and then said, ‘Thirteen pounds. ‘Thirty pound?’ Mrs. Jones said. ‘That’s very expensive. I’m going to offer you twenty pounds for it.’ ‘ I said, “Thirteen pounds”, not “Thirty pounds”, the man answered.

‘Thirteen ?’ Mrs. Jones said. “ Then I’m going to offer you nine pounds for it

C. **Tehnik Pembelajaran** : Simon Says Game

D. **Langkah-langkah Kegiatan**

1. Kegiatan Pendahuluan

- Mengucapkan salam
- Greeting (mengungkapkan greeting yang berbeda, seperti *how is your life?*)
- Tanya jawab berbagai hal terkait kondisi siswa
- Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti

Eksplorasi:

- Memberikan gambaran awal materi hubungannya dengan permainan *Simon says game* yang akan diberikan kepada siswa
- Guru mengarahkan siswa pada sebuah tex bacaan
- Guru menayakan kepada siswa tentang arti kosa kata yang ada pada tex bacaan
- Guru membuat membentuk kelompok dalam permainan Simon says game
- Guru meminta salah seorang siswa menggunakan Simon says game

3. Elaborasi:

- guru menerangkan tentang “Simon says game”
- guru menggunakan Simon says game dalam mempelajari kosa kata yang ada pada tex bacaan

4. **Konfirmasi:**

- Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan
- Siswa bertanya tentang “Simon says game ”

5. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa selama proses belajar mengajar
- Mengakhiri pelajaran dan meminta siswa untuk memahami kembali di rumah materi yang telah di ajarkan.

6. Sumber dan Media Pembelajaran

B. Sumber Pembelajaran:

- Buku Paket Bahasa Inggris kelas VII (Semester Genap) Bahan Evaluasi Belajar Maximum
- Internet

7. Penilaian

3. Rubrik penilaian

| Uraian | skor |
|---------------|------|
| Jawaban benar | 1 |
| Jawaban salah | 0 |

4. Instrument : Terlampir

Medan, 2017

Mengetahui

Kepala MTs Laboratorium UIN S

Guru Mata Pelajaran

Peneliti

Yumira Simamora, M.Pd

Syahrudi, SS, S.Pd.

Abdul Muhsin Polem

Appendix III

Pre Test

Pre -Test

Topik : Simple Past Tense
 Nama : _____
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII /II
 Alokasi Waktu : 10 Menit
 Jumlah Soal : 10 Butir
 Bentuk Soal : Pilihan Berganda

| | |
|--|--|
| <p>1. Mrs. Jones <u>wanted</u> a picture for her living room. What does the word <u>wanted</u> refer to?</p> <p>a. Hoped b. Preferred c. Needed d. Liked</p> <p>2. Mrs. Jones wanted a picture for <u>her</u> living room. What does the word <u>her</u> refer to?</p> <p>a. Mr. Jones b. Mrs. Jones c. Mr. Jhone d. Uncle Jhones</p> <p>3. Mrs. Jones wanted a <u>picture</u> for her living room. What does the word <u>picture</u> refer to?</p> <p>a. Draw b. Map c. magazine d. paper</p> <p>4. She took the bus and went to <u>town</u>. What does the word <u>town</u> refer to?</p> <p>a. city b. Area c. land d. garden</p> <p>5. She <u>looked for</u> a picture shop, and after a few minute she found one. What does the underlined word mean?</p> <p>a. Finded b. Saw c. Invented d. Search</p> | <p>6. She looked for a picture <u>shop</u>, and after a few minute she found one. What does the word <u>shop</u> refer to?</p> <p>a. Store b. Room c. Area d. Market</p> <p>7. she <u>did not like</u> them very much. What do the underlined words refer to?</p> <p>a. Liked b. Disliked c. Enjoyed d. Loved</p> <p>8. She <u>went</u> into the shop and looked at some other picture. What does the word <u>went</u> refer to?</p> <p>a. Leaved b. Came c. Looked for d. Run</p> <p>9. There was picture of <u>young</u> girl What is the opposite of <u>young</u> ?</p> <p>a. Chaild b. Baby c. Old d. Adult</p> <p>10. She went to the <u>shopkeeper</u> What does the words <u>shopkeeper</u> refer to?</p> <p>a. Store b. Hospital c. School d. Office</p> |
|--|--|

ANSWER KEY PRE-TEST I

1. C Needed
2. A Mrs. Jones
3. A Draw
4. A City
5. D Search
6. A Store
7. B. Disliked
8. B came
9. C Old
10. A Store

Appendix IV

Post-Test (cycle I)

Topik : Simple Past Tense
 Nama : _____
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII /II
 Alokasi Waktu : 10 Menit
 Jumlah Soal : 10 Butir
 Bentuk Soal : Pilihan Berganda

| | |
|--|--|
| <p>1. Mrs. Jones <u>wanted</u> a picture for her living room. What does the word <u>wanted</u> refer to?</p> <p>c. Hoped d. Preferred e. Needed f. Liked</p> <p>2. Mrs. Jones wanted a picture for <u>her</u> living room. What does the word <u>her</u> refer to?</p> <p>a. Mr. Jones b. Mrs. Jones c. Mr. Jhone d. Uncle Jhones</p> <p>3. Mrs. Jones wanted a <u>picture</u> for her living room. What does the word <u>picture</u> refer to?</p> <p>a) Draw b) Map c) magazine d. paper</p> <p>4. She took the bus and went to <u>town</u>. What does the word <u>town</u> refer to?</p> <p>a) city b) Area c) land d) garden</p> <p>5. She <u>looked for</u> a picture shop, and after a few minute she found one. What does the underlined word mean?</p> <p>a) Finded b) Saw c) Invented d) Search</p> | <p>6. She looked for a picture <u>shop</u>, and after a few minute she found one. What does the word <u>shop</u> refer to?</p> <p>a) Store b) Room c) Area d) Market</p> <p>7. she <u>did not like</u> them very much. What do the underlined words refer to?</p> <p>a) Liked b) Disliked c) Enjoyed d) Loved</p> <p>8. She <u>went</u> into the shop and looked at some other picture. What does the word <u>went</u> refer to?</p> <p>a) Leaved b) Came c) Looked for d) Run</p> <p>9. There was picture of <u>young</u> girl What is the opposite of <u>young</u> ?</p> <p>a) Chaild b) Baby c) Old d) Adult</p> <p>10. She went to the <u>shopkeeper</u> What does the words <u>shopkeeper</u> refer to?</p> <p>a) Store b) Hospital c) School d) Office</p> |
|--|--|

ANSWER KEY PRE-TEST I

1. C Needed
2. A Mrs. Jones
3. A Draw
4. A City
5. D Search
6. A Store
7. B. Disliked
8. B Came
9. C Old
10. A Store

Appendix V

Post-Test (cycle II)

| | |
|----------------|---------------------|
| Topik | : Simple Past Tense |
| Nama | : _____ |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VII /II |
| Alokasi Waktu | : 10 Menit |
| Jumlah Soal | : 10 Butir |
| Bentuk Soal | : Pilihan Berganda |

| | |
|--|---|
| <p>1. The shopkeeper <u>turned</u> the picture round. What does the word <u>turned</u> refer to?</p> <p>a) Moved b) went c) took d) gave</p> <p>2. The shopkeeper turned the picture <u>round</u>. What is the meaning of <u>round</u></p> <p>a. Beside b. Behind c. Around d. In front of</p> <p>3. He <u>looked at</u> the back of it and then said, 'Thirteen pounds. 'Thirty pound?' What does the word <u>looked at</u> refer to?</p> <p>a. Saw b. Took c. Looked for d. Looked out</p> <p>4. Mrs. Jones <u>said</u>. 'That's very expensive. What does the word <u>said</u> refer to?</p> <p>a. Talked b. Repeated c. Communicated d. consulted</p> <p>5. Mrs. Jones said. 'That's very <u>expensive</u>. What does the word <u>expensive</u> refer to?</p> <p>a. Cost b. bought c. sold d. Chep</p> | <p>6. Mrs. Jones said. 'That's <u>very</u> expensive. What does the word <u>very</u> refer to?</p> <p>a. extremely b. Free c. Reduce d. pay</p> <p>7. I'm going to <u>offer</u> you twenty pounds for it.' What does the uderlined words refer to?</p> <p>a. Buy b. Give c. Sell d. get</p> <p>8. ' I said, "Thirteen <u>pounds</u>", What does the <u>pounds</u> word refer to?</p> <p>a. Money b. Picture c. Town d. City</p> <p>9. not "Thirty pounds", the man answered. What is the opposite of <u>answered</u></p> <p>a. reacted b. solved c. asked d. behaved</p> <p>10. Then I'm <u>going to</u> offer you nine pounds for it What does the underlined words refer to?</p> <p>a. Will b. Can c. May d. must</p> |
|--|---|

ANSWER KEY POST-TEST II

1. A. Moved
2. C. Around
3. A. Saw
4. A. Talked
5. A. Cost
6. A. cheap
7. B. Give
8. A. Money
9. C. Asked
10. A. will

Appendix VI

The students' Score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

| NO | NAME OF STUDENTS | SCORE | | |
|----|------------------|----------|---------------|----------------|
| | | Pre-Test | Cycle I | Cycle II |
| | | | Post-Test (I) | Post-Test (II) |
| 1 | AAA | 30 | 50 | 60 |
| 2 | AW | 50 | 70 | 80 |
| 3 | AFS | 50 | 70 | 80 |
| 4 | AW | 50 | 70 | 90 |
| 5 | ASA | 30 | 50 | 60 |
| 6 | AF | 50 | 70 | 90 |
| 7 | AA | 50 | 70 | 80 |
| 8 | CA | 50 | 70 | 80 |
| 9 | DS | 30 | 60 | 70 |
| 10 | DLS | 50 | 70 | 90 |
| 11 | DA | 50 | 70 | 90 |
| 12 | DAA | 60 | 80 | 90 |
| 13 | FA | 30 | 50 | 60 |
| 14 | FS | 30 | 60 | 80 |
| 15 | FN | 50 | 70 | 90 |
| 16 | IFH | 30 | 50 | 70 |
| 17 | LS | 50 | 60 | 90 |
| 18 | MIF | 30 | 50 | 70 |

| | | | | |
|--------------|------|---|--|---|
| 19 | MSF | 50 | 70 | 80 |
| 20 | MR | 60 | 80 | 90 |
| 21 | MS | 50 | 70 | 80 |
| 22 | MAS | 30 | 50 | 70 |
| 23 | MR | 40 | 60 | 80 |
| 24 | NS | 40 | 60 | 80 |
| 25 | NZ | 50 | 70 | 90 |
| 26 | NA | 50 | 70 | 80 |
| 27 | PF | 30 | 50 | 80 |
| 28 | PS | 50 | 70 | 90 |
| 29 | RN | 50 | 70 | 100 |
| 30 | RVM | 60 | 80 | 90 |
| 31 | SF | 40 | 60 | 80 |
| 32 | SAA | 50 | 70 | 90 |
| 33 | SA | 50 | 70 | 90 |
| 34 | SN | 60 | 80 | 100 |
| 35 | SR | 60 | 80 | 90 |
| 36 | SW | 40 | 60 | 80 |
| 37 | TY | 30 | 50 | 60 |
| 38 | ZBAL | 50 | 70 | 80 |
| 39 | ZA | 20 | 50 | 60 |
| 40 | NS | 40 | 50 | 60 |
| TOTAL | | $\Sigma x=1790$ $X= 44.75$ | $\Sigma x=2580$ $X= 64.5$ | $\Sigma x= 3220$ $X= 80.5$ |

Appendix VII

The students; test Result in Pre-Test

| No | INITIAL OF STUDENT S | ITEM OF THE TEST | | | | | | | | | | THE TOTAL OF SCORE | PASSING GRADE OF STUDENT S (≥ 70) |
|----|-------------------------------|------------------|----|----|----|----|----|----|----|----|----|-----------------------------|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | | |
| 1 | AAA | x | x | x | √ | x | x | √ | x | x | √ | 30 | Failed |
| 2 | AW | x | √ | x | √ | √ | x | √ | x | x | √ | 50 | Failed |
| 3 | AFS | x | √ | √ | √ | x | √ | x | x | x | √ | 50 | Failed |
| 4 | AW | x | √ | x | √ | √ | x | √ | x | x | √ | 50 | Failed |
| 5 | ASA | x | √ | X | x | x | x | √ | √ | x | x | 30 | Failed |
| 6 | AF | x | √ | √ | √ | x | √ | x | x | x | √ | 50 | Failed |
| 7 | AA | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Failed |
| 8 | CA | x | √ | √ | √ | x | √ | x | x | √ | x | 50 | Failed |
| 9 | DS | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 10 | DLS | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Failed |
| 11 | DA | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Passed |
| 12 | DAA | x | √ | √ | √ | x | √ | x | x | √ | √ | 60 | Failed |
| 13 | FA | √ | √ | x | x | √ | x | x | x | x | x | 30 | Failed |
| 14 | FS | √ | √ | x | x | √ | x | x | x | x | x | 30 | Failed |
| 15 | FN | x | √ | √ | √ | x | √ | x | x | x | √ | 50 | Failed |
| 16 | IFH | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 17 | LS | x | x | x | √ | √ | x | x | √ | √ | √ | 50 | Failed |
| 18 | MIF | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 19 | MSF | x | x | x | √ | √ | x | x | √ | √ | √ | 50 | Failed |
| 20 | MR | x | √ | √ | √ | x | √ | x | x | √ | √ | 60 | Failed |

| | | | | | | | | | | | | | |
|--------------|------|---|---|---|---|---|---|---|---|---|---|----------------|--------|
| 21 | MS | x | x | x | √ | √ | x | x | √ | √ | √ | 50 | Failed |
| 22 | MAS | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 23 | MR | x | √ | x | √ | x | x | √ | x | x | √ | 40 | Failed |
| 24 | NS | x | √ | √ | √ | x | x | x | x | x | √ | 40 | Failed |
| 25 | NZ | x | x | x | √ | √ | x | x | √ | √ | √ | 50 | Failed |
| 26 | NA | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Failed |
| 27 | PF | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 28 | PS | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Failed |
| 29 | RN | x | √ | x | √ | x | √ | x | x | √ | √ | 50 | Failed |
| 30 | RVM | x | √ | √ | √ | x | √ | x | x | √ | √ | 60 | Failed |
| 31 | SF | x | √ | √ | x | x | x | √ | √ | x | x | 40 | Failed |
| 32 | SAA | √ | √ | x | √ | √ | x | x | √ | x | x | 50 | Failed |
| 33 | SA | x | √ | √ | √ | x | x | x | x | √ | √ | 50 | Failed |
| 34 | SN | x | √ | √ | √ | x | √ | x | x | √ | √ | 60 | Failed |
| 35 | SR | x | √ | √ | √ | x | √ | x | x | √ | √ | 60 | Failed |
| 36 | SW | x | √ | x | √ | x | x | √ | √ | x | x | 40 | Failed |
| 37 | TY | x | √ | x | x | x | x | √ | √ | x | x | 30 | Failed |
| 38 | ZBAL | x | √ | √ | √ | x | √ | x | x | x | √ | 50 | Failed |
| 39 | ZA | √ | x | √ | x | x | x | x | x | x | x | 20 | Failed |
| 40 | NS | x | √ | x | √ | x | x | √ | x | x | √ | 40 | Failed |
| Total | | | | | | | | | | | | Σx=1790 | |
| | | | | | | | | | | | | X=44.75 | |

Appendix VIII

The students; test Result in Post-Test I

| NO | INITIAL OF STUDE NTS | ITEM OF THE TEST | | | | | | | | | | THE TOTAL OF SCORE | PASSING GRADE OF STUDENT S(≥70) |
|----|-------------------------------|------------------|----|----|----|----|----|----|----|----|----|-----------------------------|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | | |
| 1 | AAA | X | X | X | √ | X | X | √ | √ | √ | √ | 50 | FAILED |
| 2 | AW | X | √ | X | √ | √ | X | √ | √ | √ | √ | 70 | PASSED |
| 3 | AFS | √ | √ | √ | √ | √ | √ | X | X | X | √ | 70 | PASSED |
| 4 | AW | X | √ | X | √ | √ | X | √ | √ | √ | √ | 70 | PASSED |
| 5 | ASA | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 6 | AF | X | √ | √ | √ | X | √ | X | √ | √ | √ | 70 | PASSED |
| 7 | AA | X | √ | X | √ | X | √ | √ | √ | √ | √ | 70 | PASSED |
| 8 | CA | X | √ | √ | √ | X | √ | X | √ | √ | √ | 70 | PASSED |
| 9 | DS | X | √ | X | X | X | X | √ | √ | √ | √ | 60 | FAILED |
| 10 | DLS | X | √ | X | √ | X | √ | √ | √ | √ | √ | 70 | PASSED |
| 11 | DA | X | √ | X | √ | X | √ | √ | √ | √ | √ | 70 | PASSED |
| 12 | DAA | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 13 | FA | √ | √ | √ | √ | √ | X | X | X | X | X | 50 | FAILED |
| 14 | FS | √ | √ | X | X | √ | X | X | √ | √ | √ | 60 | FAILED |
| 15 | FN | X | √ | √ | √ | X | √ | X | √ | √ | √ | 70 | PASSED |
| 16 | IFH | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 17 | LS | X | X | X | √ | √ | X | √ | √ | √ | √ | 60 | FAILED |

| | | | | | | | | | | | | | |
|--------------|------|---|---|---|---|---|---|---|---|---|---|----------------|-----------------|
| 18 | MIF | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 19 | MSF | X | X | X | √ | √ | √ | √ | √ | √ | √ | 70 | PASSED |
| 20 | MR | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 21 | MS | X | X | X | √ | √ | √ | √ | √ | √ | √ | 70 | PASSED |
| 22 | MAS | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 23 | MR | X | √ | X | √ | X | X | √ | √ | √ | √ | 60 | FAILED |
| 24 | NS | X | √ | √ | √ | X | X | X | √ | √ | √ | 60 | FAILED |
| 25 | NZ | X | X | X | √ | √ | √ | √ | √ | √ | √ | 70 | PASSED |
| 26 | NA | X | √ | √ | √ | √ | √ | X | X | √ | √ | 70 | PASSED |
| 27 | PF | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 28 | PS | X | √ | X | √ | X | √ | √ | √ | √ | √ | 70 | PASSED |
| 29 | RN | X | √ | X | √ | X | √ | √ | √ | √ | √ | 70 | PASSED |
| 30 | RVM | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 31 | SF | X | √ | √ | X | X | X | √ | √ | √ | √ | 60 | FAILED |
| 32 | SAA | √ | √ | X | √ | √ | X | X | √ | √ | √ | 70 | PASSED |
| 33 | SA | X | √ | √ | √ | X | X | √ | √ | √ | √ | 70 | PASSED |
| 34 | SN | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 35 | SR | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 36 | SW | X | √ | X | √ | X | X | √ | √ | √ | √ | 60 | FAILED |
| 37 | TY | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| 38 | ZBAL | X | √ | √ | √ | X | √ | √ | √ | X | √ | 70 | PASSED |
| 39 | ZA | √ | X | √ | X | X | X | X | √ | √ | √ | 50 | FAILED |
| 40 | NS | X | √ | X | X | X | X | √ | √ | √ | √ | 50 | FAILED |
| TOTAL | | | | | | | | | | | | Σx=2580 | X = 64.5 |

Appendix IX

The students; test Result in Post-Test II (Cycle II)

| NO | INITIAL OF STUDENTS | ITEM OF THE TEST | | | | | | | | | | THE TOTAL OF SCORE | PASSING GRADE OF STUDENTS (≥ 70) |
|----|---------------------------|------------------|----|----|----|----|----|----|----|----|----|-----------------------------|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | | |
| 1 | AAA | X | X | X | √ | X | √ | √ | √ | √ | √ | 60 | FAILED |
| 2 | AW | X | √ | X | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 3 | AFS | √ | √ | √ | √ | √ | √ | X | √ | X | √ | 80 | PASSED |
| 4 | AW | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 5 | ASA | X | √ | X | X | X | √ | √ | √ | √ | √ | 60 | FAILED |
| 6 | AF | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 7 | AA | √ | √ | X | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 8 | CA | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 9 | DS | X | √ | X | X | √ | √ | √ | √ | √ | √ | 70 | PASSED |
| 10 | DLS | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 11 | DA | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 12 | DAA | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 13 | FA | √ | √ | √ | √ | √ | X | X | X | √ | X | 60 | FAILED |
| 14 | FS | √ | √ | X | X | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 15 | FN | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | 90 | PASSED |
| 16 | IFH | X | √ | X | X | √ | √ | √ | √ | √ | √ | 70 | PASSED |
| 17 | LS | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 18 | MIF | √ | √ | √ | X | X | X | √ | √ | √ | √ | 70 | PASSED |
| 19 | MSF | X | X | √ | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 20 | MR | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |

| | | | | | | | | | | | | | |
|--------------|------|---|---|---|---|---|---|---|---|---|---|------------------|---------------|
| 21 | MS | √ | X | X | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 22 | MAS | X | √ | X | √ | √ | X | √ | √ | √ | √ | 70 | PASSED |
| 23 | MR | X | √ | X | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 24 | NS | X | √ | √ | √ | X | √ | √ | √ | √ | √ | 80 | PASSED |
| 25 | NZ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 26 | NA | X | √ | √ | √ | √ | √ | √ | X | √ | √ | 80 | PASSED |
| 27 | PF | X | √ | X | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 28 | PS | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 29 | RN | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 100 | PASSED |
| 30 | RVM | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | 90 | PASSED |
| 31 | SF | X | √ | √ | √ | √ | X | √ | √ | √ | √ | 80 | PASSED |
| 32 | SAA | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 33 | SA | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 34 | SN | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 100 | PASSED |
| 35 | SR | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | 90 | PASSED |
| 36 | SW | X | √ | X | √ | √ | √ | √ | √ | √ | √ | 80 | PASSED |
| 37 | TY | √ | √ | X | X | X | X | √ | √ | √ | √ | 60 | FAILED |
| 38 | ZBAL | √ | √ | √ | √ | X | √ | √ | √ | X | √ | 80 | PASSED |
| 39 | ZA | √ | X | √ | X | √ | X | X | √ | √ | √ | 60 | FAILED |
| 40 | NS | X | √ | X | √ | X | X | √ | √ | √ | √ | 60 | FAILED |
| TOTAL | | | | | | | | | | | | | |
| | | | | | | | | | | | | Σ X= 3220 | |
| | | | | | | | | | | | | X= 80.5 | |

Appendix X Observation Sheet of Students' Activity (cycle I Meeting 1 -2)

OBSERVATION SHEET

The Observation Sheet of Students' Activity in (Cycle) I

| No | Activity | Meeting of Cycle I | | Average | Description |
|-------------------------|--|--------------------|---|---------|-------------|
| | | 1 | 2 | | |
| 1 | All of the students come on time | 4 | 4 | 4 | Very good |
| 2 | The students pay attention to the teacher 's explanation | 4 | 4 | 4 | Very good |
| 3 | The students are active in joining the learning process | 4 | 4 | 4 | Very good |
| 4 | The students ask question to the teacher if there is something unclear | 4 | 4 | 4 | Very good |
| 5 | The students can answer the question from the teacher | 3 | 4 | 3.5 | Good |
| 6 | The students can follow the rule of Simon says game | 4 | 4 | 4 | Very good |
| 7 | The student can pronounce the words well | 3 | 4 | 3.5 | Good |
| Total of average | | 27 | | | |

Note= 1=bad

2=enough

3=good

4=Very good

$$\text{Score} = \frac{\text{tota of average}}{\text{number of activity}} = \frac{27}{7} = 3.85 = 4 = \text{very good}$$

OBSERVATION SHEET

The Observation Sheet of Students' Activity in (Cycle) II

| No | Activity | Meeting of Cycle II | | Average | Description |
|-------------------------|--|---------------------|---|---------|-------------|
| | | 1 | 2 | | |
| 1 | All of the students come on time | 4 | 4 | 4 | Very good |
| 2 | The students pay attention to the teacher 's explanation | 4 | 4 | 4 | Very good |
| 3 | The students are active in joining the learning process | 4 | 4 | 4 | Very good |
| 4 | The students ask question to the teacher if there is something unclear | 4 | 4 | 4 | Very good |
| 5 | The students can answer the question from the teacher | 4 | 4 | 4 | Very good |
| 6 | The students can follow the rule of Simon says game | 3 | 4 | 3.5 | Good |
| 7 | The student can pronounce the words well | 4 | 4 | 4 | Very good |
| Total of average | | 27.5 | | | |

Note=

1=bad

2=enough

3=good

4=Very good

$$\text{Score} = \frac{\text{tota of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = 4 \text{ very good}$$

Appendix XI Observation Sheet of Teachers' Activity (cycle I Meeting 1-2)

The Observation Sheet of Teachers' Activity in (Cycle) I

| No | Activity | Meeting of Cycle I | | Average | Description |
|-------------------------|--|-----------------------|---|---------|-------------|
| | | 1 | 2 | | |
| 1 | The teacher comes on time | 4 | 4 | 4 | Very good |
| 2 | The teacher greets the students | 4 | 4 | 4 | Very good |
| 3 | The teacher motivates the students | 4 | 4 | 4 | Very good |
| 4 | The teacher gives the instruction clearly | 4 | 4 | 4 | Very good |
| 5 | The teacher be serious in learning process | 3 | 4 | 3.5 | good |
| 6 | The teacher give task to the students | 3 | 4 | 3.5 | good |
| 7 | The teacher conclude the material | 3 | 3 | 3.5 | good |
| Total of average | | 26.5 | | | |

Note=

1=bad

2=enough

3=good

4=Very good

$$\text{Score} = \frac{\text{tota of average}}{\text{number of activity}} = \frac{26.5}{7} = 3.78 = 4 = \text{very good}$$

The Observation Sheet of Teachers' Activity in (Cycle) II

| No | Activity | Meeting of Cycle II | | Average | Description |
|-------------------------|---|------------------------|---|---------|-------------|
| | | 1 | 2 | | |
| 1 | The teacher comes on time | 4 | 4 | 4 | Very good |
| 2 | The teacher greets the students | 4 | 4 | 4 | Very good |
| 3 | The teacher motivates the students | 4 | 4 | 4 | Very good |
| 4 | The teacher gives the instruction clearly | 4 | 4 | 4 | Very good |
| 5 | The teacher be serious in learning process | 3 | 4 | 3.5 | Good |
| 6 | The teacher give task to the students | 3 | 4 | 3.5 | Good |
| 7 | The teacher conclude the material | 3 | 4 | 3 | Good |
| Total of average | | 26 | | | |

Note=

1=bad

2=enough

3=good

4=Very good

$$\text{Score} = \frac{\text{tota of average}}{\text{number of activity}} = \frac{26}{7} = 3.71 = 4 = \text{very good}$$

Appendix XII**Interview Sheet with the students****Before Implementing****(I)**

- The researcher : Selamat pagi
- The students : Selamat pagi Sir
- The researcher : Ok Semua, Sir disini mau bertanya bagaimana
Pendapat kalian tentang bahasa inggris terutama
dalam mempelajari kosakata?
- The student I : Bahasa inggris itu Susah Sir.
- The student II : Sulit Sir membaca dan mengartikannya
- The student III : membingungkan Sir cara bacanya
- The student IV : Susah -susah gampang Sir
- The student V : Membosan kan Sir

Interview Sheet with the students

After Implementing

(II)

- The researcher : Selamat pagi Ibnu
- The student II : Selamat pagi Sir
- The researcher : Ok Ibnu Sir mau bertanya bagaimana pendapat ibnu tentang Simon Says game?
- The student II : Bagus,asyik, enak semuanya
- The researcher : Ok yang kedua apakah Simon says ini memotivasi kamu mempelajari kosa kata bahasa inggri ?
- The student II : iya
- The researcher : Ok kemudian yang ketiga apakah Simon says ini membuat suasana kelas kamu menjadi aktif ?
- The student II : oo aktif kali, ceria , bising ya Allah,..
- The researcher : Trimakasih Ibnu

(III)

- The researcher : Selamat pagi Revalina
- The student III : selamat pagi Sir
- The researcher : ok bagaimana pendapat
kamu tentang Simon Says game?
- The student III : Seru , permainannya menantang, gembira dan
membuat kita menjadi gembira, menjadi senang
menjadi aktif
- The researcher : ok yang kedua apakah Simon says ini
memotivasi kamu mempelajari kosa kata bahasa
inggris ?
- The student III : iya Sir sangat memotivasi kita dalam mempelajari
kosa kata
- The researcher : ok kemudian yang ketiga apakah Simon says ini
membuat suasana kelas kamu menjadi aktif ?
- The student III : sangat aktif Sir dalam belajar bermain games
semuanya sangat aktif
- The researcher : Trimakasih Revalina

(IV)

- The researcher : Selamat pagi Naila
- The student IV : Selamat pagi Sir
- The researcher : ok Naila, Sir mau bertanya bagaimana pendapat kamu tentang Simon Says game?
- The student IV : Bagus, asyik, enak semuanya
- The researcher : ok yang kedua apakah Simon Says ini memotivasi kamu mempelajari kosakata bahasa Inggris?
- The student IV : iya, pokoknya iyalah
- The researcher : ok kemudian yang ketiga apakah Simon Says ini membuat suasana kelas kamu menjadi aktif?
- The student IV : aktif, ceria, kompak

(V)

- The researcher : Selamat pagi Siti Nabila
- The student V : pagi Sir
- The researcher : ok Siti Nabila, Sir mau bertanya bagaimana pendapat kamu tentang Simon Says game?
- The student V : Bagus, Seru, membuat kekompakan, sama-sama apa ya, membuat kita mempelajari kosa kata
- The researcher : ok yang kedua apakah Simon says ini memotivasi kamu mempelajari kosa kata bahasa inggri ?
- The student V : iya
- The researcher : ok kemudian yang ketiga apakah Simon says ini membuat suasana kelas kamu menjadi aktif ?
- The student V : Sangat aktif.
- The researcher : Trimakasih

(VI)

- The researcher : Selamat pagi Suci
- The student VI : selamat pagi Sir
- The researcher : ok Suci sir mau bertanya bagaimana pendapat kamu tentang Simon Says game?
- The student VI : Seru, Enak suasananya menyenangkan , membuat kompak
- The researcher : ok yang kedua apakah Simon says ini memotivasi kamu mempelajari kosa kata bahasa inggri ?
- The student VI : iya
- The researcher : ok kemudian yang ketiga apakah Simon says ini membuat suasana kelas kamu menjadi aktif ?
- The student VI : ia ok trimakasi sir
- The researcher : Trimakasih

Appendix XIII**Interview Sheet with the teachers**

- The researcher : ok good morning Sir?
- The teacher : Morning
- The researcher :excuse me Sir I'd like to ask some questions to you about my research Simon says game in improving students' vocabulary mastery. First question what do you think of Simon says game?
- The teacher : I think it is very interesting because I found that many students get some motivation because of that game
- The researcher : Next do you think that Simon says game motivate your student in learning vocabulary?
- The teacher : ya of course, because I can see that the motivation of this game . everybody I found active to learn with this game
- The researcher : Do you think simon says game can improve your students' vocabulary mastery?
- The teacher : because of this game we can see Simon says game such as motivations I think it can improve , but depend on the students when they want to improve their vocabularies but I think it is good for the students to improve their vocabularies
- The researcher : Do you want to try this strategy?
- The teacher : why not because it is a good for students because it is a very good game I think
- The researcher : ok Thank you Sir

**Appendix XIV The Students' Attendance List during the
Research**

| No | Names of theStudents | Meeting | | | |
|----|-----------------------|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | A'aqil Abyan Alifa | √ | √ | √ | √ |
| 2 | Abdul Wahab | √ | √ | √ | √ |
| 3 | Ade Fahdiya Syakhila | √ | √ | √ | √ |
| 4 | Al Fatih Winaldi | √ | √ | √ | √ |
| 5 | Alfi Syahri Al khairi | √ | √ | √ | √ |
| 6 | Anggita Farahdiba | √ | √ | √ | √ |
| 7 | Aqila Al friza | √ | √ | √ | √ |
| 8 | Cindri Audiah | √ | √ | √ | √ |
| 9 | Damar Siddiq | √ | √ | √ | √ |
| 10 | Dian Lola Sunillah | √ | √ | √ | √ |
| 11 | Dinda Anggraini | √ | √ | √ | √ |
| 12 | Dwi Ananda | √ | √ | √ | √ |
| 13 | Fahmi Anugrah | √ | √ | √ | √ |
| 14 | Farhan Samudra | √ | √ | √ | √ |

| | | | | | |
|----|-----------------------|---|---|---|---|
| 15 | Febrianti Natasya | √ | √ | √ | √ |
| 16 | Imas Fikri Iliani | √ | √ | √ | √ |
| 17 | Liza Suryani | √ | √ | √ | √ |
| 18 | M.Ibnu Fauzan | √ | √ | √ | √ |
| 19 | M. Syafwan Fikri | √ | √ | √ | √ |
| 20 | Mahrany Raudah K | √ | √ | √ | √ |
| 21 | Maulidyo Sitimurang | √ | √ | √ | √ |
| 22 | Muhammad Adamsyah | √ | √ | √ | √ |
| 23 | Muhammad Rafli | √ | √ | √ | √ |
| 24 | Nadila Siswanti | √ | √ | √ | √ |
| 25 | Neila Zein | √ | √ | √ | √ |
| 26 | Nururi Agustina | √ | √ | √ | √ |
| 27 | Pais Farhan | √ | √ | √ | √ |
| 28 | Pebriansyah Siregar | √ | √ | √ | √ |
| 29 | Reik Nurhadi | √ | √ | √ | √ |
| 30 | Revalina Vasya Meliza | √ | √ | √ | √ |
| 31 | Salsa Fahira | √ | √ | √ | √ |

| | | | | | |
|----|-------------------------|---|---|---|---|
| 32 | Satria Agung Apriansyah | √ | √ | √ | √ |
| 33 | Siti Aisyah | √ | √ | √ | √ |
| 34 | Siti Nabila | √ | √ | √ | √ |
| 35 | Suci Rahmadani | √ | √ | √ | √ |
| 36 | Suhandiro Wibowo | √ | √ | √ | √ |
| 37 | Triyandani | √ | √ | √ | √ |
| 38 | Zahra Balqis Ananda L | √ | √ | √ | √ |
| 39 | Zulfikar Ali | √ | √ | √ | √ |
| 40 | Naufal Syafwan | √ | √ | √ | √ |

Appendix XV**Students' Name and Initial**

| No | Names of the Students | The Initials of the Students |
|----|-----------------------|------------------------------|
| 1 | A'qil Abyan Alifa | AAA |
| 2 | Abdul Wahab | AW |
| 3 | Ade Fahdiya Syakhila | AFS |
| 4 | Al Fatih Winaldi | AW |
| 5 | Alfi Syahri Al khairi | ASA |
| 6 | Anggita Farahdiba | AF |
| 7 | Aqila Al friza | AA |
| 8 | Cindri Audiah | CA |
| 9 | Damar Siddiq | DS |
| 10 | Dian Lola Sunillah | DLS |
| 11 | Dinda Anggraini | DA |
| 12 | Dwi Ananda | DAA |
| 13 | Fahmi Anugrah | FA |
| 14 | Farhan Samudra | FS |
| 15 | Febrianti Natasya | FN |

| | | |
|----|----------------------------|-----|
| 16 | Imas Fikri Iliani | IFH |
| 17 | Liza Suryani | LS |
| 18 | M.Ibnu Fauzan | MIF |
| 19 | M. Syafwan Fikri | MSF |
| 20 | Mahrany Raudah K | MR |
| 21 | Maulidyo Sitimurang | MS |
| 22 | Muhammad Adamsyah | MAS |
| 23 | Muhammad Rafli | MR |
| 24 | Nadila Siswanti | NS |
| 25 | Neila Zein | NZ |
| 26 | Nururi Agustina | NA |
| 27 | Pais Farhan | PF |
| 28 | Pebriansyah Siregar | PS |
| 29 | Reik Nurhadi | RN |
| 30 | Revalina Vasya Meliza | RVM |
| 31 | Salsa Fahira | SF |
| 32 | Satria Agung Apriansyah | SAA |

| | | |
|----|-----------------------|------|
| 33 | Siti Aisyah | SA |
| 34 | Siti Nabila | SN |
| 35 | Suci Rahmadani | SR |
| 36 | Suhandiro Wibowo | SW |
| 37 | Triyandani | TY |
| 38 | Zahra Balqis Ananda L | ZBAL |
| 39 | Zulfikar Ali | ZA |
| 40 | Naufal Syafwan | NS |

Appendix XVI Photography Evidence (Documentation)

Interview the Teacher



Doing Pre-Test



Giving treatment



Inviting the students to be a Simon











Doing Post-Test I







Doing Post-Test II



Biography

Name : Abdul Muhsin Polem

Student Number : 34.13.3.131

Place/date of birth : Gunungsitoli Nias, June 23th, 1994

Sex : Male

Address : Jl. Pattimura No 32 A Kota Gunungsitoli Nias

Name of Father : Maswan Polem

Name of Mother : Samsinar

Education Background

1. Primary School at SD Mudik Nias Gunungsitoli
2. Junior High School at Pembda 1 Nias Gunungsitoli
3. Senior High School at MAN Gunungsitoli
4. Student of English Education Department of Faculty and Teaching Training